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ABSTRACT

Systematic review of dormitory programs at residential schools for the deaf can alleviate existing problems and prevent new ones. Allegations of sexual misconduct and child abuse, in particular, have raised serious concerns about the adequacy of staff training and experience and the maintenance of appropriate student-staff ratios to provide necessary supervision. The model presented in this paper, developed at the Nebraska School for the Deaf, recommends that each dormitory program should have a policy and procedures manual that is part of the overall school policy system. Much attention is focused on the importance of accurate recordkeeping regarding disciplinary actions taken and the procedures used to discipline students, including an in-school suspension process, incident reports, privilege or behavior cards, positive parenting activities, and reward systems. Dormitory individualized education plans (IEPs) are prepared to meet all requirements outlined by P.L. 94-142 and have provided a bridge between school and dormitory programs. Other areas covered include sex education, independent living programs, staff career ladders and pay, and administrative structure to enhance a two-way flow of communication between administrators and staff. Copies of the Nebraska dormitory IEPs and a bibliography and resource list are appended. (VW)

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DORMITORY PROGRAM REVIEW:
A MODEL FOR EXTERNAL ANALYSIS

A PRESENTATION

TO THE

1987 JOINT MEETING
of the
CONVENTION OF AMERICAN INSTRUCTORS
OF THE DEAF
and the
CONFERENCE OF EDUCATIONAL ADMINISTRATORS
SERVING THE DEAF, INC.

by
Robert C. Kellogg, Ed.D.
Nebraska Department of Education

New Mexico School for the Deaf
Santa Fe, New Mexico
June 28-July 2, 1987

For many deaf children, participation in society is an experience that moves them away from rather than toward their family. In residential schools for the deaf, the program structures the child, the child's mind, and the child's stock of knowledge. It provides those children with language and an opportunity to participate in the deaf community at large. Very few people that are not part of the residential school can find access to the child, the program, and the staff. The child lives within the residential school and his or her whole experience revolves around what is learned there.

Residential schools for the deaf are the oldest educational programs for handicapped children in the United States. In 1817 Thomas Hopkins Gallaudet was selected as the first administrator of the American Asylum for the Deaf and Dumb. This school was located at Hartford, Connecticut and served as a central focus for the rapid growth of residential schools. Helped by Gallaudet and Laurent Clerc, there was an explosion in the development of these schools for deaf children. The New York School, the Philadelphia School, the Kentucky School, and the Ohio School became the training programs for growing numbers of deaf children.

Life in the residential school was a comfortable one for many years. School programs developed and received large amounts of money for program improvement, research, and development activities. Until recently the dormitory program was significant only in that it provided the students a place to live while they attended school. Probably the strongest element of the residential program was the

athletic program (and that was often run under the aegis of the school program).

The role the residential school has had has not been an easy one. Children in the school do not grow up to be like their parents (hearing). The residential school often receives the most difficult students. This is particularly true since 1976 and the passage of Public Law 94-142.

The residential school is home for many children who, quite literally, visit their parents on holidays and weekends. Many students resent going home because there is little interaction and communication there. The result is rejection, a generation gap, guilt, and conflict (Evans and Falk, 1986).

Early in the 1970s a group of residential school superintendents and deans began to review the problems of warehousing students. They felt that reform in the dormitory would pay great dividends to the educational and developmental programs that most schools were operating. Efforts were made to develop certification patterns for residential school staff. New York University's School of Education developed a number of handbooks for staff development in the residential program and individual training programs were established in the schools to stem the tide of rapid turnover and improve the quality of personnel available to work in the afterschool programs.

Some schools were able to hire teachers to work in the dormitory. The selection of deans for the dormitory program became as important as hiring a quality supervising teacher or principal (some of these early

trainers have become superintendents of schools for the deaf in their own right).

Sign language training provided in the dormitory allowed even newly hired staff to communicate with the students. The job of residential dean became one of trainer and programmer. The need for a disciplinarian was reduced as the quality of programs and staff-to-student ratios improved.

Even though many of the programs were moving along rather nicely, certain events in the dormitory led to substantial problems. The dormitory has become a source of substantial difficulty. Allegations of sexual misconduct and child abuse have led to national headlines. The glare of these events has again brought the need for quality assurance in the residential program to the forefront. How can the residential school prevent or at least reduce exposure to the damage that can result from the newspaper and press attention to the residence program? How can we prevent headlines like:

"STAFF-STUDENT SEX WENT ON FOR TWO YEARS"

"ABUSE ALLEGATIONS UNCOVERED AT SCHOOL FOR DEAF"

or...

"INSTITUTIONAL CHILD ABUSE A PROBLEM AT --------- SCHOOL"

Have any of you gotten up in the morning to find that in your morning newspaper?

A thorough review of the dormitory program is one way that we can prevent the pain and suffering that attend this kind of publicity.

Potential areas of exposure can be identified and a remediation plan can be developed if some of these key elements are used:

A) A review of staffing patterns and dormitory programs

B) A review of administrative and supervisory policies relating to the dormitory program

C) A review of disciplinary records and incident reports which are part of the school's student records

D) Review of dormitory Individual Educational Plans (IEPs)

E) Review of the sex education program provided to students in the afterclass program

F) A review of school-to-work and independent living programs that are operated as an adjunct to the residential program

G) A review of items that are selected by administrative staff responsible for the educational and residential program

An important element of any on-site visit is the gathering of accurate self-study records by the local staff. A quality interview must be done with those staff to double check the information gathered. That interview is a key element in assuring that the report developed is an accurate reflection of local needs.

Staffing Patterns, Schedules, Student-Staff Ratio

Although most houseparents working in schools for the deaf are fine workers with an enthusiastic interest for students, the scheduling of these workers is a key element in the development of an appropriate dormitory program. For example, it is often easy for a school to hire part-time staff in the dormitory to cover odd times (weekends, evenings). This, of course, allows you to use your regular staff at a

time when student numbers and school schedules dictate they are most needed. Seniority also has an impact. You will find, however, that many of the problems occur during the work time of the part-time houseparent.

Often these individuals do not have the training and judgement that comes from long experience. It is probably useful that if part-time people are necessary, to schedule them during the week when the potential for supervision is greater. Obviously, also these people could be worked into full-time positions if they work out as part-timers.

Other potential sources of difficulty in the scheduling is the student-staff ratio. It is important to include doing a survey of ratios at various times during the day. For example, it might be acceptable to have a ten-to-one ratio in the evening during study time or during football practice. Other times, however, require a higher standard of supervision. In addition to paid staff, it might be useful to develop a working relationship with a local or nearby college or university. This relationship may provide a university student to assist at key times in the dormitory while allowing the university student to gain vital experience in working with deaf students.

Night supervision is also an area of serious concern. Much of the inappropriate sexual behavior occurs during the night houseparent's time on duty. Appropriate ratios, the ability to be able to see movement between rooms, and regularity of assignments all help in assuring that the students sleep at night. No night houseparent

should, for example, be responsible for multiple floors. It does not take long for the students to learn the movements of these important staff people.

Review of Policy

Each dormitory program should have a policy and procedures manual. It is important that this manual be a part of the overall school policy system with additional attention to the unique program in the dormitory. For example, there should be policies on weekend dorm students, on recreational and educational dormitory activities, on off-campus visitors, and the use of state and personal vehicles. Day-to-day operational knowledge and written policies must replace the common seat-of-the-pants management used in some residential programs.

Disciplinary Review

The management of discipline is a very important part of any dormitory program. Recordkeeping activities and procedures used to discipline students must be of the highest quality. A variety of disciplinary procedures could be used.

Examples of these include incident reports, privilege or behavior cards, positive parenting activities, and specifically established reward systems. These must be defined by a review of the local situation. What works in one school will obviously not apply to others.

One system that appears to work in a number of educational settings is the in-school suspension process. For specifically defined behaviors, students would be assigned to a time in a detention program where not only would the student be required to attend but also be required to do assigned school work. This is especially effective with inter-

mediate age students as it allows for a student to be disciplined without distracting the student from their educational program.

One other key element of the dormitory program at Nebraska brought about by our abuse investigation is a 15-minute check on all students. Houseparents are required to not only know where their students are or where the student said they were going, but also to see those students on a time schedule basis. Forms are distributed daily for the houseparent to complete. These completed time check papers are filed with other reports written on a daily basis by the houseparent. We will talk about these other written reports later.

Dormitory I.E.P.s

It is essential that dormitory I.E.P.s be developed in every residential school for the deaf. These I.E.P.s should meet all requirements outlined by Public Law 94-142 and should become a part of the total educational program and the school I.E.P. as well. Although many schools have goals and objectives in place, it is important that the individual objectives be evaluated. In Appendix A are forms that have been used at the Nebraska School for the Deaf for dormitory I.E.P.s. These I.E.P.s, when backed-up with written documents (dormitory log, incident reports), can stand up to the intensive scrutiny of an Office of Special Education Programs on-site visit.

In addition, the dormitory I.E.P. and participation by houseparents in the I.E.P. meeting will tend to heal the significant dichotomy that exists between school and dormitory programs in many residential schools. Both programs have substantial impact on the eventual educa-

tional outcomes for each student. In addition to involvement in the I.E.P., other potential areas of cooperation are:

A) Regular staffings on students with both dormitory and school staff involved

B) In-classroom observation time for houseparents

C) In-dormitory visits by teachers

D) Periodic full staff meetings

E) A top-down commitment to cooperative involvement by administrators at the school

Sex Education

Sex education is a "new" area of programming for deaf students. It is not new in the sense that it's not been done before. It is, however, new in the importance that sexual abuse, AIDS education, and the new morality place upon the area.

Sex education must be demythologized. Although the program will be taught by specific staff, all individuals must be involved in the curriculum as students ask questions at inopportune times. It is important that staff be aware of correct information and any specific limitations to the program. Nothing is worse than an incorrect fact being dropped at an inopportune time.

Other Areas for Review

A) Independent Living Program

Many schools for the deaf have developed independent living programs. These important school-to-work transition projects are one of the elements that differentiate the public school mainstream program from the residential school. A provision of this important service is

something that makes us unique. It is appropriate for this service to be the best possible training activity. It will help us provide a significant service to the future deaf community.

B) Career Ladder/Pay

Many houseparents feel that the work they do is not important. Often the houseparent position is a dead end job with little financial reward. Although most houseparents would admit to receiving intrinsic rewards from the job, higher salaries and a career ladder would assist in assuring that good people would stay in the dormitories. It would assure a larger number of male role models for older boys be available and would provide adequate compensation for females who have chosen this important job for their life's work.

C) Administrative Structure

It is important that a solid administrative structure be provided to the residential program. It is impossible for good training and supervision to occur without quality line and staff relationships. The dean of students or coordinator of residence programs must provide a strong supervision component to the program.

The staff development plan used in Nebraska, for example, allows the staff to provide the administration with information about needs that staff have for additional training. This survey is a good starting point for the development of a quality training program. Direct observation of houseparents at work also provides substantive areas for performance review. The development of a positive two-way flow of communication is essential in meeting the needs of not only the house-parent staff but also of the students.

A Closing Comment

The system explained in this paper will provide important information regarding the dormitory program at a residential school. The process and the forms provided in the appendices of this paper allow for this to be done either by internal staff or by an external contract. The development of a quality residential program is important as without a solid plan, strong policies, and a connection with the school program, there's little to do but wait for bad things to happen. We've all been involved in these bad things and none of us wants to experience them again. This report is presented so that it might have a constructive effect on a dormitory program. The goal of any evaluation is program improvement. This process could assist in progress toward that goal.

APPENDIX A

STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop independent functioning in the areas of personal care and care of living areas.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

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MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION PRO*	EVALUATION SCH*	EVALUATION PROGRESS* AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Will care for personal hygeine needs (bathing, hair, teeth, shaving, etc.) without prompting.		Houseparent	1	5												
2. Will care for clothes and personal belongings including keeping bedroom neat, clothes folded or hung neatly without prompting.		Houseparent	1	5												
3. Demonstrate responsibility for cleaning common living areas as scheduled without prompting.		Houseparent	1	5												
4. Demonstrate proper eating habits and manners at a variety of dining experiences including picnics, formal meals, cafeteria style, salad bars, family style and eating out.		Houseparent	1	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

BEST COPY AVAILABLE

STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop study skills needed for highschool level class including paper written library use, test taking and preparation for tests.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION PRO*	EVALUATION SCH*	EVALUATION PROGRESS* AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Participate in UNO-NSD study skills class for 10-one-hour sessions.	Materials provided by study skills instructions.	Houseparent	1	4												
2. Will use study time structured each day to complete their work.		Houseparent	1	5												
3. Will use the library after school hours to complete assignments needing reference materials.		Houseparent	1	5												
4. Will use the library when homework is completed, before sturctured study time is completed.		Houseparent	1	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

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STUDENT NAME: ___ _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____ ___

ANNUAL GOAL: To Recognize the value of money and begin to plan and budget for themselves.

14

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION PRO*	EVALUATION SCH*	EVALUATION PROGRESS* AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Will be able to give the appropriate cost of 20 items ranging from small groceries items to the cost of a car.	Houseparent selected list.	Houseparent	3	5												
2. Will make choices from various after school activities based on the cost and value of the activity.	Houseparent selected list.	Houseparent	3	5												
3. Will develop a written plan of how and when they plan to use their spending money.		Houseparent	2	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop skills to attend community and public functions.

15

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION												
			PRO*	SCH*	PROGRESS*										
					AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. To demonstrate appropriate behavior and manners in public places.		Houseparent	1	5												
2. To demonstrate ability to effectively communicate with store or restaurant personell.		Houseparent	1	5												
3. To demonstrate ability to seek appropriate help when lost or in other emergencies.		Houseparent	3	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
Oral Performance
Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

STUDENT NAME: _ _ _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop social skills necessary for participants in activity and events involving groups and teams.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

16

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION PRO*	SCH*	PROGRESS* AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JU
1. To develop ability to participate in group discussions using the democratic process to make decisions on activities.		Houseparents	1	5												
2. Participate in team's sports or activities and experience the concept of the team accomplishing more than individuals.		Houseparent	1	5												
3. To learn appropriate behaviors for coed events including games dances and parties, through discussion and participation.		Houseparent	1	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop social skills needed for living in community or college setting.

17

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION PRO*	EVALUATION SCH*	EVALUATION PROGRESS* AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Completes dorm educational program on dating and relationships with the opposite sex.	Videotapes on dating	Houseparent	1	3												
a. Demonstrates knowledge of skills needed to order at a restaurant and comfortably complete a meal.		Houseparent	1	3												
b. is able to comfortably conduct themselves at a dance and other social activit[illegible].		Houseparent	1	3												
c. Is able to list five social activities they want to take advantage of in the community. with 80% accuracy		Houseparent	3	3												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

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page 2

STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: _____

_____

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	PRO*	SCH*	EVALUATION PROGRESS* AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
c. Is able to identify jobs they want to be able to obtain in the future and the qualifications needed for those jobs.	Living Skills Classes	Houseparent	4	03												
d. Is able to identify community resources for the deaf.	Living Skills Classes	Houseparent	3	03												
a. knows where tty's for public use are located.	Living Skills Skills	Houseparent	3	03												
b. knows of local state and national deaf organizations.	Living Skills Skills	Houseparent	3	03												
c. knows how to get and use an interpreter with 70% accuracy	Living Skills Skills	Houseparent	3	03												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

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STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To obtain the independent living skills needs for a successful transition to a college or an apartment setting.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION PRO*	EVALUATION SCH*	PROGRESS* AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Successfully manages time demonstrate through		Houseparent	1	05												
a. getting themselves up and ready for school and arriving on time. with 90% accuracy																
b. schedule time necessary for studying and successfully completes homework on a nightly basis. with 90% accuracy		Houseparent	1	05												
2. Develops job seeking skills.	Living Skills Classes	Houseparent	3	3												
a. knows where to look for jobs. with 70% accuracy																
b. demonstrates ability to understand and complete applications. with 70% accuracy							. . .									
c. demonstrates ability to complete a job interview with someone they don't know. with 70% accuracy	Living Skills Classes	Houseparent	4	04												
d. Is able to identify five jobs that are currently qualified for from the newspaper for those jobs. with 100% accuracy	Living Skills Classes	Houseparent	4	03												

*PRO - Procedures:
1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:
1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:
1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

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STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop social skills necessary for participants in activity and events involving groups and teams.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION												
			PRO*	SCH*	PROGRESS*										
					AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. To develop ability to participate in group discussions using the democratic process to make decisions on activities.		Houseparents	1	5												
2. Participate in team's sports or activities and experience the concept of the team accomplishing more than individuals.		Houseparent	1	5												
3. To learn appropriate behaviors for coed events including games dances and parties, through discussion and participation.		Houseparent	1	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
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5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop skills to attend community and public functions.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION												
			PRO*	SCH*	PROGRESS*										
					AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. To demonstrate appropriate behavior and manners in public places.		Houseparent	1	5												
2. To demonstrate ability to effectively communicate with store or restaurant personell.		Houseparent	1	5												
3. To demonstrate ability to seek appropriate help when lost or in other emergencies.		Houseparent	3	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
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*PROGRESS:

1) Objective Met
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3) Little or No Progress

STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop independent functioning in the areas of personal care and care of living areas.

22

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION													
			PRO*	SCH*	PROGRESS*											
					AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Will care for personal hygeine needs (bathing, hair, teeth, shaving, etc.) without prompting.		Houseparent	1	5												
2. Will care for clothes and personal belongings including keeping bedroom neat, clothes folded or hung neatly without prompting.		Houseparent	1	5												
3. Demonstrate responsibility for cleaning common living areas as scheduled without prompting.		Houseparent	1	5												
4. Demonstrate proper eating habits and manners at a variety of dining experiences including picnics, formal meals, cafeteria style, salad bars, family style and eating out.		Houseparent	1	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

STUDENT NAME: ____ GRADE OR SUBJECT AREA: Dormitory TEACHER: ____

23 ANNUAL GOAL: To Recognize the value of money and begin to plan and budget for themselves.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION PRO*	EVALUATION SCH*	EVALUATION PROGRESS* AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Will be able to give the appropriate cost of 20 items ranging from small groceries items to the cost of a car.	Houseparent selected list.	Houseparent	3	5												
2. Will make choices from various after school activities based on the cost and value of the activity.	Houseparent selected list.	Houseparent	3	5												
3. Will develop a written plan of how and when they plan to use their spending money.		Houseparent	2	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Performance
4) Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

STUDENT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

ANNUAL GOAL: To develop study skills needed for highschool level class including paper written library use, test taking and preparation for tests.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION												
			PRO*	SCH*	PROGRESS*										
					AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Participate in UNO-NSD study skills class for 10-one-hour sessions.	Materials provided by study skills instructions.	Houseparent	1	4												
2. Will use study time structured each day to complete their work.		Houseparent	1	5												
3. Will use the library after school hours to complete assignments needing reference materials.		Houseparent	1	5												
4. Will use the library when homework is completed, before sturctured study time is completed.		Houseparent	1	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Performance
4) Norm Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

XNT NAME: _____ GRADE OR SUBJECT AREA: Dormitory TEACHER: _____

JAL GOAL: To develop social skills necessary for participants in activity and events involving groups and teams.

(AN ADDITIONAL PAGE SHOULD BE USED FOR EACH GOAL)

MEASURABLE, SHORT-TERM INSTRUCTIONAL OBJECTIVES	SPECIAL INSTRUCTIONAL MATERIALS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	EVALUATION												
			PRO*	SCH*	PROGRESS*										
					AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
. To develop ability to participate in group discussions using the democratic process to make decisions on activities.		Houseparents	1	5												
. Participate in team's sports or activities and experience the concept of the team accomplishing more than individuals.		Houseparent	1	5												
. To learn appropriate behaviors for coed events including games dances and parties, through discussion and participation.		Houseparent	1	5												

*PRO - Procedures:

1) Teacher Observation
2) Written Performance
3) Oral Performance
4) Criterion Referenced Test
5) Parent Report
6) Time Sample
7) Other (Specify)

*SCH - Schedule:

1) Monthly
2) 6 Weeks
3) 9 Weeks
4) Semester
5) Annually
6) Other (Specify)

*PROGRESS:

1) Objective Met
2) Progress Made, but Objective Not Yet Met
3) Little or No Progress

APPENDIX B

School for the Deaf
Interviews

I. Policy

A. Development

B. Participation

C. Needs

D. Other

II. Student Management

A. Control

B. Supervision

C. Numbers...span of control

D. Administrative support

E. Other

III. Staff Training

A. On campus

B. Off campus

C. Needs assessment/participation

D. Other

IV. Supervision

A. Line and staff

B. Communication

C. Clarity of direction

D. Documentation

E. Other

V. Recordkeeping/I.E.P.s

A. Participation

B. Other

VI. Staffing

A. Work groups

B. Hours and days of work

C. Salary

D. Other

VII. Future...what is needed to make the system work better?

A. Planning

B. Staffing

C. Organizing

D. Other

APPENDIX C

School for the Deaf
Sex Education Questionnaire

1. Are you aware of the sex education curriculum used here? Tell me about it.

2. What role do you plan in the sex education program?

3. Do you feel the program is meeting the needs of:

   a. The bright students?

   b. The average students?

   c. The slow students?

4. What, if anything, would you add to make the program better?

5. What, if anything, would you delete to make the program better?

6. Do you have anything else to add?

BK,5/8/86

APPENDIX D

AGREEMENT FOR PRACTICUM EXPERIENCES FOR STUDENTS IN THE EDUCATION OF THE HEARING IMPAIRED PROGRAM AT THE UNIVERSITY OF NEBRASKA AT OMAHA, SPRING SEMESTER, 1986

Under this agreement, the Nebraska School for the Deaf (NSD) in cooperation with the Education of the Hearing Impaired Teacher Training Program at the University of Nebraska at Omaha (UNO) agrees to provide parcticum experiences for students from the UNO program. The following mutually acceptable guidelines will be used to organize the practicum experiences.

The UNO students will complete a minimum of 12 clock hours of practicum experiences with hearing impaired children at NSD. The UNO students involved during Spring semester, 1986 are:

Roger Young (Graduate Student)
Karen Okamoto (Graduate Student)

Scheduling of days and times to meet the 12 hour requirement will be mutually agreed on by the UNO student and the coordinator of residence activities (Frank Greise) at NSD within the following constraints:

- -minimum one hour/week over a 12 week period (More hours per week over a short span is allowable.)
- -practicum experiences will be scheduled outside of the regular school hours (eg., after school, in the evening)

During this practicum experience, UNO students should work with hearing impaired children on academically oriented tasks (eg., assisting during evening study hours; providing individual tutoring; etc.). The exact nature of the experiences will be in accordance with the goals and needs of the activities programs at NSD and the goals of the teacher training program at UNO. A form for developing the specific experiences is provided.

Students from UNO completing practicum experiences at NSD will adhere to all policies and procedures governing residence activities at NSD.

Each student's performance will be evaluated by the UNO supervisor (and if desired, by NSD staff) in the areas of general characteristics and execution of responsibilities. A sample evaluation form is attached.

Each student will complete a self evaluation of one practicum experience using the same form as in #5.

Additional provisions concerning practicum experiences may be developed by NSD and UNO staff members.

Students who do not perform to expectations or do not conform to the policies and procedures established by NSD will be withdrawn from the practicum experience.

Either party, NSD and/or UNO, may individually or jointly withdraw from this agreement to provide practicum experiences.

Signatures:

Bob Weltzig — 1-29-86
NSD Administrator — DATE

Frank Greico — 1/24/86
NSD Coordinator of Residence Activities — DATE

David F Conway
UNO Director, Education of the Hearing Impaired — DATE

Enc: Planning Form
Evaluation Form

PRACTICUM EXPERIENCE
PLANNING FORM

To the student: This practicum is intended to provide you experience working with hearing impaired children in a residential setting. The specific nature of the experience will be developed by you and the cooperating staff at the Nebraska School for the Deaf. You are required to complete a minimum of 12 clock hours of experiences.

To cooperating staff: The student is expected to complete a minimum of 12 clock hours of practicum experience with hearing impaired children. This may be done on a one-to-one basis or in a group setting. The exact nature of the experience should be developed by you and the student to fit with the programs offered at NSD and to take advantage of the UNO students' needs and interests. You can use this form in planning the experiences.

UNO Contact Person:

David F. Conway
Dept. of Counseling & Spec. Ed.
Kayser Hall 117
Omaha, NE 68132
Office: 554-2201 (Voice & TDD)
Home: 558-4105 (Voice Only)

NSD Contact Person:

Frank Greise
Nebraska School f/t Deaf
3223 No. 45th St.
Omaha, NE 68104
Office: 554-2155 (Voice & TDD)
554-2158 (Voice & TDD)

IDENTIFICATION

Name _____ Semester _____
Address _____ SS# _____
_____
Phone _____

SCHEDULING

Days & Times you will work with hearing impaired children _____

Anticipated total clock hours _____ (Actual hours will be verified at end)

RESPONSIBILITIES/OUTLINE OF EXPERIENCE

CONTACT WITH CHILD'S TEACHER (IF ANY)

CONTACT WITH RESIDENCE STAFF

Person to whom student should report when on campus: _____

Dist. of Plan: UNO student
NSD contact
UNO contact

PRACTICUM EXPERIENCE
EVALUATION FORM

Name _____ Semester _____
SS# _____ Practicum Site _____
Total clock hours _____ A copy of the Practicum Experience Planning Form should be attached to evaluation.

Please read each statement and circle the appropriate number using the following scale:

1 = No improvement needed
2 = Little improvement needed
3 = Some improvement needed
4 = Considerable improvement needed
5 = Not applicable; no basis for judging

1.	Ability to relate to students in a way which shows respect for them as individuals.	1 2 3 4 5
2.	Shows interest in the student's activities and interests.	1 2 3 4 5
3.	Dress was appropriate to the situation	1 2 3 4 5
4.	On-time in meeting obligations and fulfilling responsibilities.	1 2 3 4 5
5.	Willingness to accept direction and follow-through on suggestions.	1 2 3 4 5
6.	Ability to communicate with the children.	1 2 3 4 5
7.	Willingness and ability to work independently.	1 2 3 4 5
8.	Willingness to work cooperatively with staff.	1 2 3 4 5
9.	Personal commitment to working with hearing impaired children.	1 2 3 4 5
10.	Ability to recognize and adapt to individual needs of the children.	1 2 3 4 5
11.	Ability to maintain acceptable behavior by the children.	1 2 3 4 5
12.	Ability to manage group activities.	1 2 3 4 5

13.	Ability to develop activities that meet the needs of the children.	1 2 3 4 5
14.	Ability to organize materials for use with the children.	1 2 3 4 5
15.	Ability to develop specific objectives for individual children.	1 2 3 4 5
16.	Ability to plan activities for the children.	1 2 3 4 5
17.	Ability to manage and use time in the most effective manner.	1 2 3 4 5

Comments:

Supervisor's Signature Date

Student's Signature Date

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